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ABSTRACT

Intended to engage students in a comparative look at local history in two upper Mississippi river towns (Winona, Minnesota and Dubuque, Iowa), this paper describes the computer-assisted component of an upper-level American Studies course. With emphasis on the 19th century, students examine the transition made by the United States from a traditional, rural, agricultural society to a modern, industrial, urban society. Using the computer-assisted instructional component, Statistical Package for the Social Sciences (SPSS), students rework data imaginatively so that insights, relationships, and patterns emerge from the data that form the basis for interpreting life and behavior in river towns during a period of dynamic change. Basic concepts and tasks include building and using an SPSS file; classification of quantified data; hypothesis formulation and testing; and the use of descriptive statistics in ways that improve reports and papers. Required texts and materials for the course are listed and the complete syllabus for the American Studies course entitled "American Studies: Modernization and Community" is appended. (LH)

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TEACHING COMPARATIVE LOCAL HISTORY:

UPPER MISSISSIPPI RIVER TOWNS

BY

William L. Crozier
Saint Mary's College - Winona

Presented at the Organization of American Historians
Minneapolis, Minnesota, April 19, 1985

SO 016 893

> After you have been on the river long enough to get the disease, everything looks different. Chicago is a town 200 miles east of the river. South Dakota is some place west of Minneiska and of no interest as it hasn't even a mile of Mississippi River in the whole state. Lake Superior is an inferior watery deposit of some kind, in a general northeasterly direction from Grey Cloud Landing. And as for St. Louis, Quincy, Davenport, Moline, Rock Island, Dubuque, LaCrosse, Winona-what are they? River towns, of course. Not towns-river towns. And what a difference that makes.[1]

The comparative study of Upper Mississippi Rivertowns is a component of an upper division course called "American Studies:Modernization and Community". The comparative Upper Mississippi Rivertowns segment is one "moment" [2] in a general education survey course that reviews the changing civilizations in the Upper Mississippi River Valley from the prehistoric peoples who lived there as early as 9500 BC through the Indian cultures like the Iowa, Eastern Dakota, and Chippewa to the Yankee and European settlers who built the towns that are evident in this historic valley.

This course has evolved over the past ten years resulting from an effort to discover an effective way to teach history that would integrate the historical method with the development of intellectual and pragmatic skills. The evolution of the course has been materially aided by the National Endowment for the Humanities. In 1977 we were awarded a two-year grant to make the period 1850-1920 more interesting to secondary school students and their teachers. Following a summer training session at the college, project participants returned to their home school districts and with their students developed databases on their own communities from routinely generated quantifiable materials (manuscript census, tax rolls, school records). With these databases in either hand-sort or

machine-sort form, students were able to reconstruct the lifestyles of ordinary people and to understand the impact of national processes at the local level. The entire project was, and is, an attempt to write and teach history "from the bottom up." The specific techniques designed by the project have been published or reviewed elsewhere. [3]

The chronological scope of the course is the period from 1840 to 1900. A period dominated by the Civil War in traditional history courses. This period is of increasing interest to historians, notably those interested in studying the formation of American society, because it was a period that marked the transition in the United States from a traditional, rural, agricultural society to a modern, industrial urban society. The process used for students to study this transition is a computer assisted instruction component that allows students to analyze the populations of actual American urban communities that existed during that period. Changes in those communities over time should reflect the significant historical processes that were occurring during the period. Students study the social and economic structure of these communities by examining their population structure in relationship to social class, age, gender, ethnicity and other factors. And by comparing the population structure of one community to another to determine the relationship between population structure, social factors, and the historical patterns of the period.

The course is based on the premise that students can better understand the political, socioeconomic forces and processes that forged the social structure of this nation by studying real people who lived in developing communities during a period of rapid industrialization, urbanization, and immigration.

Traditionally, in schools, the period following the Civil War is taught through lectures which stress political and economic events rather than broad social movements. There is a disposition in textbooks and certainly in lectures on this period to accentuate the major events and the major figures of the period without discussing the activities and experiences of ordinary people who were living at the same time. There is also a tendency in most classes on this period to stress urbanization of cities east of the Appalachian Mountains and to ignore midwestern cities with some offhand reference to Chicago or St. Louis. The history of urbanization in this country is made up of urban places of many sizes and it is just as valid to study a small city as it is to study larger urban places. The availability of a city and its people in a form that could be studied by students, makes it possible for them to analyze and interpret experiences of people who are seldom mentioned in history. In fact, the lives of these ordinary people tend to replicate the lives of the students more than those elites traditionally studied in class. Students studying in this fashion began to realize that they too, are a part of history and that the study of societies in the past gives them the perspective to better understand the impact of historical events that have shaped American society.

Another premise in organizing this course was that students would have an interest in a local community in which they were living and that some sources readily available in local communities were not widely used in classrooms-sources that could effectively produce through student work a solid, critical history of a community as it developed or as it existed during the period of study that was covered by the course. It was also determined early in the formulation of the course that any community from rural townships, through towns and small cities to wards in metropolitan areas could serve as a community worthy of study and as a

community that would reflect the experiences of the people of the United States during that period. Obviously, the optimum would be the study of a number of types of communities so that a better understanding of the diverse nature of American communities could be achieved.

Using the experience of the local community to teach history, is probably as old as teaching history itself. Teachers have often used local history in their classes to create interest among their students in the history of the local community and in some cases as a means of showing the part played by the local community in regional or national events. The use of local history for the most part, however, has been based upon traditional history, that is, history uncritically written from traditional sources-newspapers,diaries, memoirs, and secondary accounts. This type of history tends to be episodic and anecdotal. The study of local communities in this course, on the contrary, is designed to be systematic and quantitative.

The process of developing and testing classroom materials for this course was not aimed at teaching local history. It was, however, directed at designing materials and strategies that would allow students to gather classify, analyze, and interpret historical source data. The study of a city over time or a comparative study of communities at the same historical time would enhance an interest in history and the value of the study itself.

The classroom materials designed for this course focus on a Computer Assisted Instruction(CAI) component that includes:

1. data sets of the manuscript census of Winona, Minnesota in 1860, 1880, 1900, 1905.

2. a data set of the manuscript census of Dubuque, Iowa in 1900.

The 1860 dataset includes the entire population of Winona, the other datasets are ten percent random samples of the manuscript census population schedules drawn in household units. Household units rather than individuals were chosen as the basis for the samples to support family and household studies if students chose to undertake them.

The datasets are composed of the information on the manuscript census for the individuals listed on the census. The information is coded for the computer to manipulate efficiently. The variables available to students for analysis in the 1900 census are: ward, family number,household relationship, race, sex, age, marital status, number of years married, mother, number of children, number of children living, birthplace, father's birthplace, mother's birthplace, occupation, can read, can write, can speak English, Year of immigration, naturalization, home owned or rented, home owned free or mortgaged. The variables available in the other censuses are not as extensive as the 1900 census but the basic demographic, ethnic, and occupational variables are included on all the datasets.

The numerous variables manipulated by the computer at the student's command offer them the opportunity to reconfigure the data imaginatively so that insights, relationships, and patterns emerge from the data which are the basis for interpreting life and behavior in rivertowns during a period of dynamic change. Manipulating the data transforms it from information into knowledge and understanding. In addition, student observations and analysis of the lives of ordinary people makes them a part of history. These data make it possible for students to study people who are traditionally left out of history-women,the aged, racial and ethnic minorities.

These data sets also allow students to make a comparative study of two upper

Mississippi River communities in 1900 or study one river city from its formative period (Dubuque was incorporated in 1833, Winona in 1855) to the turn of the century. Dubuque's 1900 population was 36,2977, Winona's 19,714. Both rivertowns were more influential on a regional, state, and national basis than their population may indicate. Both were cultural, political, and industrial centers. In 1900 their economies were strong but the future was clouded by the decline of the timber supply that fed their sawmills. Politically, Dubuque and Winona were significant, producing senators, cabinet members, governors, a Speaker of the House and Chairman of the Ways and Means committee in the U.S. House of Representatives. The datasets support the comparative study of political behavior, family structure, fertility, workforce, neighborhoods, age, occupation, and ethnic cohorts.

SPSS (Statistical Package for the Social Sciences) is the software used to manipulate the datasets. SPSS allows students, with relatively little training in its use, to generate information from the data set that is the quantitative basis for their papers. Some of the data has been recoded by the instructor prior to the students use into files or categories that simplify the student's work. Occupations are recoded into vertical categories (VERT) that reflect the social status of the occupation at the time of the census. For example bankers, physicians, lawyers, and wealthy merchants are classified as High White Collar. proprietors, nurses, clerks, and teachers are examples of occupations in the Low White Collar classification. Laborers are classified as unskilled, occupations like deliveryman, laundress and carpet layer are classified semiskilled. The function of occupations in the economy is a variable called FUNC, a variable that recodes the occupations into 25 categories based on their function in the economy from agriculture through public service. There are ten separate classifications of manufacturing in this file, thus allowing students well defined occupational groups that retain the sense of the

occupation in the work of the community without requiring students to deal with hundreds of different occupations in their studies. Birthplace, father's birthplace, and mother's birthplace are also recoded into ethnic groups that facilitates the students research and writing.

The required texts for the course are Historic Lifestyles on the Upper Mississippi River, John Wozniak (ed), a book of essays on life on the upper Mississippi from the pre-historic Mississippian civilization circa 950 AD to the urbanization of the valley in the nineteenth century. The essays include an archeological study of the valley, the historic Indian people who inhabited the area, the art and literature of the valley, religion, the lumber industry, urbanization, transportation, migration patterns and lifestyles of the Yankee and European immigrants. The readings also provided the students with extensive bibliographies. In addition students read Lewis Atherton's Main Street on the Middle Border for background on day to day life in small towns in the midwest during this period, and Alan Trachtenberg's The Incorporation of America: Culture and Society in the Gilded Age. The purpose of this book and its value for this course are stated in the Preface,

> I am concerned chiefly with the effects of the corporate system on culture, on values and outlooks, on the "way of life"..... If in a literal sense incorporation refers to a specific form of industrial and business organization, in a figurative sense it encompasses a more comprehensive pattern of change. The relations between the two, between the literal and figurative meanings of incorporation, are the subject of this book. How did changing forms and methods in industry and in business affect the culture of American Society in the Gilded Age, the shape and texture of daily life, and the thinking of Americans?

Students also purchase the Minnesota Social History Project Package for this course. The package includes:

Dubuque, Iowa and Winona, Minnesota sample 1900 population list
Winona, Minnesota sample 1880 and 1905 population list
Winona, Minnesota 1860 population list

Systems User Manual and Codebook
Statistical information on selected Upper Mississippi River towns
Sample SPSS printouts on the data sets
Selected documents, articles, and maps

Students in this course are taught the basic concepts they will need to accomplish the objectives of the course. These concepts and tasks include, building and using an SPSS file; classification of quantified data; construction and interpretation of tables, graphs, and figures; simple analysis of quantified data; hypothesis formulation and testing; and the use of descriptive statistics in ways that improve reports and papers.

The course consists of a series of lectures on the concept of the modernization process and its application to this region, and discussions on the essays. A major component of the course is the research paper on a topic of the students choice. Students may do a comparative study of the two cities in 1900 or do a study of Winona during part or all of the period from 1860 to 1905. Some topics chosen by students were:

Ethnicity and Occupation in Dubuque and Winona
Comparison of the British of Dubuque and Winona
Comparative Study of the Role of Women in Dubuque and Winona
Railroad workers in Winona and Dubuque
A Cohort Study of Persons Aged 20-29 in Winona and Dubuque
The Poles of Winona and the Irish of Dubuque (second ethnic group in each city)
Women's Occupations in Winona, Minnesota 1860-1905
Germans in the Third and Fifth Precincts of the Fifth Ward, Dubuque, Iowa, 1900.

Preliminary attempts to introduce the quantitative study of urban communities into the classroom were useful because they identified problems with the materials, methods and approach that were modified in each succeeding attempt. The objectives of the course are to increase the active involvement of students, they are to be the active learners not listeners. Active participation gave the students

the opportunity to develop skills in organizing, analyzing, and interpreting both traditional and quantitative data. This study also encourages practice in historical reasoning and in writing historical essays from original sources supported by secondary works. Another objective especially for liberal arts students is to learn how to deal with and interpret quantitative data.

A series of classes are designed to introduce students to the use of and interpretation of quantitative data in historical explanation. Sessions are held on different means of displaying information and attempting to explain patterns that emerge in these graphical displays. The interpretation of quantified data is not as easily addressed. The first interpretations are tentative, later students recognize that thinking about the data aids in its clarification and understanding. Variables like age, sex, occupation, residence, and ethnicity assist in explaining Dubuque and Winona in 1900 in ways that reading a county history, or a newspaper, or letters cannot. The students study of communities is, of course, not definitive but they do promote critical thinking and provide students with an opportunity to write a paper using sources that support a deeper investigation of the social structure of river towns.

Probably the most difficult part of this exercise is challenging the students to find ways to write a community study based on quantitative evidence that matches narratives which are written from subjective sources. The papers written for this course last semester offer encouragement because they are always original, students excelled in creative ways of presenting data, and after the initial apprehension and anxiety they were more confident in their research and in their ability to express themselves.

Using quantified data in American Studies classes with CAI is not the encouraged

for instructors who wish to spend less time teaching. The instructor's work in these classes is more demanding and time consuming. Anyone who has attempted to integrate the use of computers into courses knows that success can be realized only when there is a supportive, dedicated staff of computer professionals. Bro. John Grover, Director, Computer Center, Francis (Fritz) Speck, Administrative Programmer Analyst, and Bro. John Wozniak, Director, Academic Computing have all made substantive contributions to the development and success of this course. They encourage new ways to involve students with the "hands on" use of computers. Their knowledge, availability, and professionalism are the reason that Saint Mary's College is a leader in the development of CAI materials and the academic use of computers in the liberal arts as well as the sciences.

Computer assisted research in history enhances critical thinking and historical reasoning because relationships and patterns obscured in traditional sources may be revealed through imaginative application of the programs. The relationships and patterns still require evaluation and interpretation to make the data meaningful. It is in this interpretative process that students practice those intellectual skills. The benefit is, of course, that students learn more and they take a more active part in the learning process.

Student evaluations of this course over the past few years support the objectives stated for the course because students report that this course stimulates critical thinking and indicates that they are more actively involved in this course than in traditional courses of this nature. In last semester's course evaluation of 55 students, 69 percent stated that the skills learned in this class were transferable to other courses. Sixty-six percent indicated that they were more comfortable with computers. Eighty- eight percent stated that they found this course of equal

interest or more interesting than a traditional lecture course. Seventy five percent supported more use of computers in course work. The observation I think is of most importance for improving teaching in this evaluation was eighty percent of the students said they would recommend this course to a friend. When it is taken into account that this course requires substantial reading, a lengthy research paper, and using a machine that makes many people uneasy, recommendation to a friend indicates that students value the opportunity to learn applicable skills along with liberal arts course content

Appendix A

H340 American Studies Syllabus

H 340 American Studies: Modernization and Community

Instructor: William L. Crozier
Saint Mary's College, Winona, Minnesota 55987

Texts:

John S. Wozniak (ed) Historic Lifestyles on the Upper Mississippi River Valley, Lanham: University Press of America, 1983

Lewis Atherton, Main Street on the Middle Border, Bloomington: Indiana University Press, 1984

Alan Trachtenberg, The Incorporation of America: Culture and Society in the Gilded Age, New York: Hill and Wang, 1982

Minnesota Social History Project Dubuque, Iowa, 1900 and Winona, Minnesota 1860-1905 Dataset, Winona: Grace Burley Press, 1985

Winona, Minnesota 1860 Manuscript Census Population List
Winona, Minnesota Sample 1900 Manuscript Census Population List
Winona, Minnesota Sample 1880 Manuscript Census Population List
Winona, Minnesota Sample 1905 Manuscript Census Population List
Dubuque, Iowa Sample 1900 Manuscript Census Population List
MSHP Code Book and Systems Users Manual
Statistical Information on Selected Upper Mississippi River Communities
Selected articles and documents

Evaluation: The grade in this course will be based on the level of achievement in the following:

1. Quizzes. Quizzes are short tests on readings and class discussions/lectures Quizzes are not announced and they MAY NOT BE MADE UP, IF MISSED. Adjustments may be made in case of serious illness or participation in official SMC

functions. (Crozier's Law)

2. Examinations. Examinations are more formal and longer testing instruments. Examinations are announced in advance.

3. Writing Project. A research paper on a selected topic within the general theme, "Upper Mississippi River Towns 1850-1900: Modernization and Community"is required in this course. Requirements for this project are covered in detail in this syllabus.

Objectives of this Course:

To develop a multi-disciplinary approach to understanding historical movements, patterns, processes, and developments.

To understand the major historical patterns of nineteenth century America-industrialization, urbanization, and immigration.

To comprehend the transition of a traditional society into a modern society and the impact of that transition on individuals and communities.

To integrate local history sources into national historical patterns.

To include neglected groups and topics in historical studies.

To practice critical thinking,problem solving, and historical reasoning.

To practice analysis and synthesis of multi-disciplinary evidence, sources, and data.

To develop skills, knowledge, and discipline that will assist students to find useful and satisfying work.

To improve the performance and productivity of students in society after college.

To prepare students to become independent learners

To apply knowledge and solve problems.

To learn and practice skills in organizing, presenting, and interpreting quantitative data.

To write a scholarly paper grounded in primary sources that demonstrates skills and ability in research, analysis, interpretation, and effective writing.

Scope of this Course:

Continuity and Change in the Upper Mississippi River Valley with an emphasis on the nineteenth century

Course Structure: This course is divided into four components.

Part I. Introduction to the Upper Mississippi River Valley
The Historical Record
1. The Prehistoric Peoples of the Valley
2. The Historic Tribes of the Upper Mississippi Valley
3. Fur Trade and Imperial Rivalries
4. Settlement Patterns

Part II. Social Analysis of a Rivertown Community, 1850-1900
1. Generating historical quantitative data
2. Analyzing quantitative data
3. Graphical display of quantitative data
4. Social analysis from quantitative and traditional data

Part III. The Formation of the Rivertown Community
1. Industrialization and Urbanization
2. Immigration and Ethnicity 1860-1900

Part IV. Interpreting the Rivertown Community, 1850-1900
1. The Frontier Thesis
2. The Modernization Thesis
3. Community-Society Thesis

Part I. Introduction to the Upper Mississippi River Valley

Required reading:

James B. Stoltman, "Ancient Peoples of the Upper Mississippi River Valley" Chapter 1 in John S. Wozniak, Historic Lifestyles in the Upper Mississippi River Valley

Louis Cassagrande and Orrin C. Shane III, "The Historic Tribes of the Upper Mississippi River Valley" Chapter 7 in Wozniak, Historic Lifestyles in the Upper Mississippi River Valley.

"The Westward Route" Chapter 1 in Trachtenberg, The Incorporation of America

Indian Treaties with Upper Mississippi River Tribes 1800-1860 in package.

Claude E. Stipe, "The Fur Trade: Contact, Negotiation, and Conflict between Two Cultures on the Upper Mississippi" Chapter 11 in Wozniak.

David E. Lanegran and Anne Mosher, "The European Settlement of the Upper Mississippi River Valley: Cairo, Illinois to Lake Itaska, Minnesota 1540-1860" Chapter 1 in Wozniak.

Robert W. Meinhard, "The Yankee Immigrants: Place Names, Migrational Patterns, A Typical Yearly Round" Chapter 8 in Wozniak.

Selected documents in Minnesota Social History Project package

Recommended Reading:

Robert C. Ostegran, "Geographic Perspectives on the History of Settlement of the Upper Midwest" Upper Midwest History I, (1981) pp.27-39.

Part II. Social Analysis of a Rivertown Community, 1850-1900

Required reading:

"Codebook and Systems User's Manual" and other documents in the Minnesota Social History Project Package.

"American Studies Project" in course syllabus

Part III. The Formation of the Rivertown Community

Videotape: Winona on the Mississippi Part I.

Movie: Brooklyn Bridge

A. **Industrialization and Urbanization**

Required reading:Industrialization

William G. Rector, "A Concise History of the Lumber Industry in the Upper Mississippi River Valley" Chapter 12 in Wozniak,Historic Lifestyles in the Upper Mississippi River Valley

Gary F. Browne, Railroads: Terminals and Nexus Points in the Upper Mississippi River Valley" Chapter 3 in Wozniak,Historic Lifestyles in the Upper Mississippi River Valley

Edwin L. Hill, Steamboats: a Nineteenth Century Approach to Transportation", Chapter 2 in Wozniak,Historic Lifestyles in the Upper Mississippi River Valley

"Mechanization Takes Command", Chapter 2 in Trachtenberg,

The Incorporation of America

"Capital and Labor" Chapter 3 in Trachtenberg, The Incorporation of America.

Recommended Reading:Industrialization

Herbert G. Gutman, "Work, Culture, and Society in Industrializing America, 1815-1919" American Historical Review, 78(June,1973) 531-88

Required reading:Urbanization

William L. Crozier, "From Rural to Urban: Nineteenth Century Industrialization and Urbanization on the Upper Mississippi River" Chapter 15 in Wozniak,Historic Lifestyles in the Upper Mississippi River Valley

"Mysteries of the Great City" Chapter 4 in Trachtenberg, The Incorporation of America.

"White City" Chapter 7 in Trachtenberg,The Incorporation of America.

Documents in Minnesota Social History Project Package

E.V. Smalley, "Winona: The Prosperous 'Gate City' of Southern Minnesota" Northwest Magazine, October, 1885

Daniel P. Sinclair, "City of Winona and Southern Minnesota: A Sketch of their Growth and Prospects, with General Information for the Emigrant, Mechanic, Farmer, and Capitalist", Winona: Daniel Sinclair, Publisher, 1858

Franklyn B. Oldt, History of Dubuque, Iowa, 1913

Dubuque Emigrant Association, "Northern Iowa Containing Hints and Information of Value to Emigrants by a Pioneer", Dubuque: Nonpareil Publishing Co., 1858

Recommended Reading:Urbanization

Raymond A. Mohl, The New City: Urban America in the Industrial Age, 1860-1920, Arlington Heights: Harlan Davidson, 1985

Sheldon Stromquist, "A Sense of Place" History News, April, 1983

Eric E. Lampard, "Urbanization" in Glenn Porter (ed) Encyclopedia of

American Economic History, New York: Charles Scribner's Sons pp.1028-1057

Robert Klein (ed) Chandler C. Childs, Dubuque Frontier River City, Dubuque: Research Center for Dubuque History, 1984

See Urbanization Bibliography in Minnesota Social History Project package

B. **Immigration and Ethnicity-1860-1900**

Videotape: Winona on the Mississippi Part II

Movie: The Immigrant Experience: A Long Long Journey

Required Reading:

Frank Renkiewicz, "European Settlement in the Upper Mississippi River Valley: a River View" Chapter 9 in Wozniak

June Holmquist (ed) They Chose Minnesota, St. Paul:Minnesota Historical Society, 1983 Selected Chapters will be read by assignment. Major secondary source for papers on ethnicity.

Oscar Handlin and Stephan Thernstrom (eds) Harvard Encyclopedia of American Ethnic Groups, Cambridge:Harvard University Press, 1982. Selected Chapters will be read by assignment. Major secondary source for papers on ethnicity.

Minnesota Social History Project "Emily Hahn Letter" and other documents

Part IV. Interpreting the Rivertown Community

Required Reading:

Frederick Jackson Turner, "The Significance of the Frontier in American History", Report of the Proceedings of the Ninth Annual Meeting of the American Historical Association, Washington D.C.:1893 in the Minnesota Social History Project package.

Samuel P. Hays, "Modernizing Values in the History of the United States", peasant Studies, Vol VI, (April, 1977) pp. 68-78.

Richard D. Brown, "Modernization: A Victorian Climax" American Quarterly
Vol.XXVII (December, 1975) pp 507-532.

Daniel Walker Howe, American Victorianism as a Culture"

American Quarterly
Vol. XVII (December, 1975) pp 532-549.

"Preface" in Trachtenberg, Incorporation of America

American Studies Project

A research paper on a selected topic within the general theme "Upper Mississippi River Towns in 1900: Modernization and Community" is required in this course. Students may choose to write a paper comparing some aspect of life in Dubuque , Iowa to that in Winona, Minnesota in 1900. Or students may choose to write a paper on a topic in the history of Winona, Minnesota from the Civil War to the turn of the century.

The paper will integrate traditional and quantitative sources and will use the data sets on Dubuque, Iowa and Winona, Minnesota, in the Minnesota Social History Project package and the recoded datasets on SMC's academic computer as the bases for analysis . Additional sources will be incorporated into the paper from: the text; readings in the Minnesota Social History Project package; sources available at the Southeast Minnesota History Research Center in the lower level Fitzgerald Library; the Winona County Historical Society (160 Johnson St. Winona); and information in newspapers, serials, monographs, and secondary works that illuminate the selected topic.

The purpose of the paper is to develop skills in analysis of evidence, data, and sources; develop and test hypotheses; study past communities and human behavior, organize and write an original scholarly paper utilizing original sources; demonstrate integration of quantitative and traditional evidence; and exhibit the ability to analyze, evaluate, and interpret the past.

The outcome of the research and analysis of these sources will be: A paper that

focuses on a selected topic in a city's history. For example, a study of the change from a commercial city to an industrial city and its impact on the people living there. Another example is the analysis of an ethnic, gender, or age group over time, exploring changes in status, and accommodation to American society over time. Ethnic groups, age cohorts or social classes from one city may be compared to their counterparts in the other city.

The framework or historical perspective for the paper is the relationship of the major historical developments that occurred in the United States in the nineteenth century and their impact, if any, on the people, families, and institutions of Upper Mississippi River towns.

The major historical trends in the United States during the period 1840 to 1910 (excluding the Civil War and Reconstruction 1861-1876) were industrialization, urbanization, and immigration. Many historians associate urbanization and industrialization with the modernization process that took place in the United States in the nineteenth century.

Among the characteristics used to study communities and societies in the perspective of the modernization process are: per capita wealth; literacy; adaptation to change; birth rate; personal relationships; attitudes towards work, time, and alcoholic consumption; economic growth; rate of urbanization; technological innovation; status/authority ranking; position on a community -society continuum; dynamic/static society; liturgical/secular society; infant mortality; social mobility; and family-kinship structure.

Can any of these characteristics of the modernization process be identified using the information in the Winona datasets? What evidence is there in the datasets

that may identify a modern society? What evidence is there that may identify a traditional community? How can the information collected in the dataset be used to write a paper that describes a city or a community? How can this information be used in a comparative study of people, families, or institutions living in Upper Mississippi River towns? What factors or variables are there in the datasets that provide evidence for developing hypotheses about human behavior, family development, social structure, the workforce, the making of a community, and the relationship of age, gender, or ethnicity to these hypotheses?

How can these hypotheses be tested? How are the results of hypothesis testing presented in an effective and interesting manner? How can quantified evidence be personalized, that is, how can authors write history using quantified evidence and still tell an interesting story about people who lived in the past?

Requirements for the American Studies paper

The paper constitutes 33.3 percent of the final grade for the course. The paper will be 15-20 pages in length, typed, double spaced, with appropriate scholarly documentation and the correct style for formal papers as illustrated in Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations Fourth Edition, Chicago: University of Chicago Press,1973. (Later editions, or other similar style manuals are acceptable.)

Proposed Research/Writing Process

a. Develop a topic for the paper

1. Historical perspective-modernization, industrialization, urbanization, immigration.

2. Availability of evidence- are sources readily accessible?
What kinds of sources are available?
Original sources-eyewitness accounts, documents, records, newspapers etc.

Secondary sources-county histories, monographs, biographies, etc.

3. Formulation of hypotheses
   Can hypotheses be developed that will illuminate the proposed topic?
   Is the evidence available to test and prove or disprove the hypothesis?
   Write some sample hypotheses and the evidence you will use to test them.

4. Sample Hypotheses:

   River towns originally were commercial towns but by 1900 were industrial towns.

   Second generation German men tended to become skilled workers.

   The status of women in the workforce changed over time as the city industrialized.

   Infant mortality differed in relationship to ethnicity and class.

   Women were acquiring occupations that were higher in status than men in the same age group.

   Birthrate and infant mortality were significantly related to ethnicity and class.

   Social analysis of politics indicates that ethnicity was a powerful force on voting behavior.

   Ethnicity and class were influential factors in developing neighborhoods.

   The number of spinsters was rising, indicating a social/psychological problem.

   The strength/weakness of urban places can be determined by studying their population structure.

   Family/household size and structure was related to modernization.

b. Research Procedure
   1. Collect data; attempt interpretation
   2. Categorize data, sources, evidence
   3. Organize data, sources, evidence
   4. Comparative analysis
   5. Search for patterns
   6. Identify major points, concepts, findings

c. Interpretation and Synthesis
   1. Evaluate evidence
   2. Test for reliability and validity
   3. Formulate a synthesis of the evidence

d. Organizing the Paper

1. Prepare an outline of the main sections of the paper
   list all the points you want to cover in each section.
2. List your hypotheses, or write a brief concept statement.
3. List your sources.

e. Writing the Paper
1. Write a draft
2. Persuade a friend, relative, or acquaintance to read and evaluate the draft.
3. Rewrite paper, and ask instructor to read the draft.
4. Make changes as required/suggested
5. Rewrite, proofread carefully
6. Submit the paper

f. Using Quantified Evidence

Writing an interesting paper based on a quantified data set requires imagination and creativity. There is a tendency to over use tables, and descriptions of tables. Tables should be used for these papers, but only tables that explain or depict concepts or ideas more clearly than writing does. Quantified information can be presented in many ways. Use pie-charts, histograms, and other graphical displays of evidence.

Most of the databases used in research for this paper are samples of the whole population. The samples represent the entire population. Use percentages and proportions when describing the datain these samples-do not use whole numbers.

The 1860 Winona database is the complete population of that city you may use whole numbers, but percentages make more sense for comparing data over time.

You improve the quality of your paper by defining your populations. For example, if you are writing about working women- that is women who were paid for working restrict your population to women over 15 years of age. (Unless you are working with a population in which many children were working.) If you are writing about the ethnic structure of a city it may be better to use individuals

over 15 years of age because children had little influence on politics, local issues, occupations, formation of neighborhoods and so on. Be sure and clearly define the group you are writing about.

Read some articles published in scholarly journals that are based on quantified sources. Read through some books that are based on quantified sources to get ideas how good historians use sources that are precise and still write an interesting story. There are some great historians who use quantified sources but the books they write contain little or no overt evidence that significant sources of the book or article are quantified. Some examples are:

Stuart Blumin, The Urban Threshold

Ferdinand Braudel, The Mediterranean

Robert A. Gross, The Minutemen and Their World

Michael B. Katz, The People of Hamilton, Canada West: Family and Class in a Nineteenth Century City

Emmanuel Leroy Ladurie, Montaillou

Specific Advice for Writers of Papers using Quantified Evidence

1. Avoid jargon
2. Do not write about the computer
3. If you use a statistical measure explain it clearly (explanations like this may be put in footnotes).

Criteria for Evaluating Papers

Insight into historical period 1840-1910; application of insight to paper; use and description of datasets and evidence; effective use of historical reasoning/writing; breadth and depth of sources; effective use of sources; logical reasoning; presentation of data; creativity; style(interest, lucidity, clarity, unity, coherence, emphasis) ; soundness of conclusions.

Notes

1. Richard Bissell, A Stretch on the River, Boston: Little, Brown, 1950 pp 111-114.

2. The term "moment" expresses a concept designed for a National Endowment for the Humanities Institute "The Introductory History Course and the 'New History'", Directed by David Berry and Steve Curry and sponsored by the Community College Humanities Association. The concept supports the interdisciplinary study of significant periods in the introductory survey course using a variety of materials and methods that involve students in the learning process. "Covering" the material is accomplished by bridging the significant periods or topics studied in detail with a lecture or other teaching strategy that relates the period between the "moments". This institute was of great value because it brought together a serendipitous group of teachers who wanted to improve the introductory course and who were willing to try new concepts and teaching strategies. The directors of the Institute did an exceptional job of balancing lectures, individual research, applied teaching, and group activities.

Another NEH Institute that contributed to this course was "The Impact of Indian History on the Teaching of United States History" sponsored by the Newberry Library.

3. William L. Crozier and John S. Wozniak, " The Minnesota Social History Project: A Current Project Report", Proceedings of the 17th Annual Small College Computing Symposium, 1984, pp. 29-36 William L. Crozier and John S. Wozniak, "The New Social History: a Project Report", The History and Social Science

Teacher 16 (3) 1981, pp. 149-158; Mishap:Newsletter of the Minnesota Social History Project (ERIC,1979); Fay D. Metcalf and Matthew T. Downey, Using Local History in the Classroom, Nashville:American Association for State and Local History,1982, pp. 15, 144, 165-169.